CHILD CARE AND DEVELOPMENT FUND PLAN

FOR THE STATE OF UTAH

FFY 2008-2009

This Plan describes the CCDF program to be conducted by the State for the period 10/1/07 – 9/30/09. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including changing the options selected or described herein.

The official text of the applicable laws and regulations govern, and the Lead Agency acknowledges its responsibility to adhere to them regardless of the fact that, for purposes of simplicity and clarity, the specific provisions printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text.

Public reporting burden for this collection of information is estimated to average 165 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

(Form ACF 118 Approved OMB Number: 0970-0114 expires 06/30/2009)

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AMENDMENTS LOG
Child Care and Development Services Plan for
For the period: 10/1/07 – 9/30/09

SECTION AMENDED	EFFECTIVE/ PROPOSED EFFECTIVE DATE	DATE SUBMITTED TO ACF	DATE APPROVED BY ACF

Instructions:
1) Lead Agency completes the first 3 columns and sends a photocopy of this Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional contact. A copy of the Log, showing the latest amendment pending in ACF, is retained in the Lead Agency's Plan.
2) ACF completes column 4 and returns a photocopy of the Log to the grantee.
3) The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain those "old" plan pages that are superseded by amendments in a separate appendix to its Plan.

PART 1
ADMINISTRATION

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

1.1   Lead Agency Information (as designated by State chief executive officer)

Name of Lead Agency: Department of Workforce Services
Address of Lead Agency: 140 E 300 S, Salt Lake City, UT   84111
Name and Title of the Lead Agency's Chief Executive Officer: Kristen Cox, Executive Director, Department of Workforce Services
Phone Number: 801.526.9210
Fax Number: 801.526.9211
E-Mail Address: kristencox@utah.gov
Web Address for Lead Agency (if any): www.jobs.utah.gov

1.2   State Child Care (CCDF) Contact Information (day-to-day contact)

Name of the State Child Care Contact (CCDF): Lynette Rasmussen
Title of State Child Care Contact: Director, Office of Work & Family Life
Address: 140 E 300 S, Salt Lake City, UT 84111
Phone Number: 801.526.4340
Fax Number: 801.526.4349
E-Mail Address: lrasmussen@utah.gov
Phone Number for child care subsidy program information (for the public) (if any): 801.526.4340
Web Address for child care subsidy program information (for the public) (if any): www.jobs.utah.gov/occ

1.3   Estimated Funding

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period: October 1, 2007 through September 30, 2008. (§98.13(a))

CCDF: $51,934,961
Federal TANF Transfer to CCDF: $0
Direct Federal TANF Spending on Child Care: $6,100,000
State CCDF Maintenance of Effort Funds: $4,474,923
State Matching Funds: $6,735,855
Total Funds Available: $69,245,739

1.4   Estimated Administration Cost

The Lead Agency <u>estimates</u> that the following amount (and percentage) of Federal CCDF and State Matching Funds will be used to administer the program (not to exceed 5 percent): $ 2,933,500   (5%). (658E(c) (3), §§98.13(a), 98.52)

1.5   Administration of the Program

Does the Lead Agency directly administer and implement <u>all </u>services, programs and activities funded under the CCDF Act, <u>including</u> those described in Part 5.1 – Activities & Services to Improve the Quality and Availability of Child Care, Quality Earmarks and Set-Aside?

☐   Yes.

☒   No. If no, use the table below to **identify** the name and type of agency that delivers services and activities. (If the Lead Agency performs the task, mark "n/a" in the box under "Agency." If more than one agency performs the task, identify all agencies in the box under "Agency," and **indicate** in the box to the right whether each is a non-government entity.)

Service/Activity	Agency	Non-Government Entity (see Guidance for definition)	
Determines individual eligibility:			
a) TANF families	N/a	☐ Yes	☐ No
b) Non-TANF families	N/a	☐ Yes	☐ No
Assists parents in locating care	Child care resource & referral service: – Utah State University – Weber State University – Children's Service Society – Utah Valley State College – College of Eastern Utah – Five-County Association of Governments	☐ Yes ☐ Yes ☒ Yes ☐ Yes ☐ Yes ☐ Yes	☒ No ☒ No ☐ No ☒ No ☒ No ☒ No
Makes the provider payment	N/a	☐ Yes	☐ No

Quality activities	State/County agency (Office of Child Care) Child care resource & referral service Non-TANF state/county agency (Salt Lake Community College) Non-governmental community or faith-based organization (Infant/Toddler Specialists)	☐ Yes	☐ No
Other:	Non-TANF state/county agency (Department of Health/Bureau of Child Care Licensing)	☐ Yes	☒ No

If the Lead Agency uses outside agencies to deliver services and activities, **describe** how the Lead Agency maintains overall control.

> *The Department of Workforce Services/Office of Child Care contracts with other state and non-profit agencies for the delivery of services.*

> *Contracts are negotiated between the Department of Workforce Services and the vendor. All contracts include a scope of work and standard terms and conditions as approved by the State of Utah Division of Purchasing. All contracts are monitored on a quarterly basis. Contract monitoring is conducted using a Scope of Work outlined in the contract as a baseline. As required in the Block Grant, the Department of Workforce Services/Office of Work & Family Life (lead agency) requires each contractor to submit a quarterly progress report. Quarterly reports are developed and based upon identified and measured outcomes and outputs.*

> *Both inter-agency contracts and community-based contracts are secured with the support of the State of Utah/Department of Workforce Service's procurement processes.*

> *All contracts may be released for re-bid every 3-5 years. Contracts with other State agencies are renewed according to inter-agency procedures and based on contract performance.*

1.6   Use of Private Donated Funds

Will the Lead Agency use private funds to meet a part of the matching requirement of the CCDF pursuant to §98.53(e)(2)?

☐   Yes. If yes, are those funds:
          ☐ Donated directly to the State?

☐ Donated to a separate entity or entities designated to receive private donated funds?

How many entities are designated to receive private donated fund? __0__

Provide information below for <u>each entity</u>:
Name:
Address:
Contact:
Type:

☒ No.

1.7 <u>Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF-Eligible Children</u>

1.7.1 During this plan period, will State expenditures for Pre-K programs be used to meet <u>any</u> of the CCDF maintenance of effort (MOE) requirement?

☒ Yes, and:

(X) The State assures that its level of effort in full day/full year child care services has not been reduced, pursuant to §98.53(h)(1).

(20 %) Estimated percentage of the MOE requirement that will be met with pre-K expenditures.(Not to exceed 20%.)

If the State uses Pre-K expenditures to meet more than 10% of the MOE requirement, the following **describes** how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

The Department of Workforce Services, the CCDF lead agency, has a Memorandum of Understanding with two school districts in Utah that allow the school districts to certify kindergarten expenditures for children eligible for free and reduced lunch. This certification will allow the department to draw down matching CCDF funds.

These funds will be used to expand afterschool programs in Utah. The process Utah will use to expand afterschool programs is our Youth Connections grant. Youth Connections is a competitive bid procurement process. Youth Connections is released every three years. The grant award will be made available to licensed, or legally license-exempt public and private programs that serve school age youth up to age 13.

☐ No.

1.7.2   During this plan period, will State expenditures for Pre-K programs be used to meet <u>any</u> of the CCDF Matching Fund requirement? (§98.53(h))

☒   Yes, and

(20%) Estimated percentage of the Matching Fund requirement that will be met with pre-K expenditures. (Not to exceed 30%.)

If the State uses Pre-K expenditures to meet more than 10% of the Matching Fund requirement, the following **describes** how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

The Department of Workforce Services, the CCDF lead agency, has a Memorandum of Understanding with two school districts in Utah that will allow the school districts to certify kindergarten expenditures for children eligible for free and reduced lunch. This certification will allow the department to draw down matching CCDF funds.

These funds will be used to expand afterschool programs in Utah. The process Utah will use to expand after-school programs is our Youth Connections grant. Youth Connections is a competitive bid procurement process. Youth Connections is released every three years. The grant award will be made available to licensed, or legally license-exempt public and private programs that serve school age youth up to age 13.

☐   No.

1.7.3   If the State answered yes to 1.7.1 or 1.7.2, the following **describes** State efforts to ensure that pre-K programs meet the needs of working parents: (§98.53(h)(2))

As mentioned in 1.7.1 and 1.7.2, Utah will expand the availability of funding to programs serving school-age youth up to age 13 through the Youth Connection program. The Youth Connections program offers grants to private and public program providers, which operate school-age programs throughout Utah during the school year and the summer months. Programs receiving these grants match the funding 100 percent in cash or in-kind. Youth Connections grantees must demonstrate how their programs meet the needs of working parents. For example, programs are required to maintain operating hours until at least 5:00 pm. The Office of Child Care offers support to develop awareness and understanding of quality before-and-after school programs.

Each Spring, the office conducts a statewide needs assessment to determine the number of regulated child care slots per county for children ages infant to 13.

The 2007 assessment showed a need for after-school slots in virtually every county in Utah. This data was used to support this project.

1.8   Improper Payments

1.8.1   How does the Lead Agency define improper payments?

Improper payments are defined as a payment received by a customer for which the customer is not eligible; and/or the customer receives a payment for which the customer is eligible for but receives the wrong amount; and/or the customer should have received a payment but was denied or the case was closed in error.

1.8.2   Has your State implemented strategies to prevent, measure, identify, reduce and/or collect improper payments? (§98.60(i), §98.65, §98.67)

☒   Yes, and these strategies are:

The State of Utah has developed tools to help prevent improper payments. These include procedures and checklists, which give step-by-step processes to determine eligibility. We have also implemented an edit process to identify trends. The edit process is a case review of targeted elements (i.e. income, parent's participation, age of children, etc.) to ensure that workers are issuing benefits correctly. This information is then used to educate and train staff on problematic areas. We also have investigators who investigate cases as needed.

At each recertification, workers review past child care to verify that the customer was eligible for child care assistance. At any time, when an improper payment is discovered, a referral is made to a Payment Specialist for calculation. The Department also has a collections unit to adjudicate and collect any improper payments.

☐   No. If no, are there plans underway to determine and implement such strategies?

☐   Yes, and these planned strategies are:

☐   No.

PART 2
DEVELOPING THE CHILD CARE PROGRAM

2.1   Consultation and Coordination

2.1.1   Lead Agencies are required to *consult* with appropriate agencies and *coordinate* with other Federal, State, local, tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)). **Indicate** the entities with which the Lead Agency has consulted or coordinated (as defined below), by checking the appropriate box(es) in the following table.

Consultation involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments (noted by the asterisk in the chart below).

Coordination involves the coordination of child care and early childhood development service delivery, including efforts to coordinate across multiple entities, both public and private (for instance, in connection with a State Early Childhood Comprehensive System (SECCS) grant or infant-toddler initiative). At a minimum, Lead Agencies must coordinate with (1) other Federal, State, local, Tribal (if applicable), and/or private agencies responsible for providing child care and early childhood development services, (2) public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health), (3) employment services / workforce development, (4) public education, (5) Temporary Assistance for Needy Families (TANF), and (6) any Indian Tribes in the State receiving CCDF funds (noted by the asterisks in the chart below).

	Consultation in Development of the Plan	**Coordination with Service Delivery**
Other Federal, State, local, Tribal (if applicable), and private agencies providing child care and early childhood development services.	☐	☒ *
Public health	☐	☒ *
Employment services / workforce development	☐	☒ *
Public education	☐	☒ *
TANF	☐	☒ *

	Consultation in Development of the Plan	Coordination with Service Delivery
Indian Tribes/Tribal Organizations, when such entities exist within the boundaries of the State	☐	☐
Representatives of local government	☒ *	☐
State/Tribal agency (agencies) responsible for:		
State pre-kindergarten programs	☐	☐
Head Start programs	☐	☐
Programs that promote inclusion for children with special needs	☐	☐
Emergency preparedness	☐	☐
Other (See guidance):	☒	☐

* Required.

For each box checked above, (a) identify the agency providing the service and (b) describe the consultation and coordination efforts. Descriptions must be provided for any consultation or coordination required by statute or regulation.

If you have prepared an emergency preparedness plan related to your child care and early childhood development services, attach it as **Attachment 2.1.1**.

Utah developed a disaster plan in 1999 and 2002 to address a failure of our eligibility computer system. The plan was developed in response to Y2K and the 2002 Olympics.

A disaster-planning document was written by the Utah Department of Health. The is available to child care providers to use.

The child care resource and referral network is developing an emergency plan that will support child care training and other planned activities in the event of an emergency.

In alphabetical order:

Afterschool Utah Association
A member of AUA is a voting member of the Office of Child Care Advisory Committee.

Child Care Professional Development Institute
  The institute is located in the college of Adult and Continuing Education at Salt Lake
  Community College. The institute administers the professional development activities of
  the Office of Child Care.

Children's Service Society
  Host agency for child care resource and referral

College of Eastern Utah
  Host agency for child care resource and referral

Department of Health, Bureau of Child Care Licensing
  A representative of the Department of Health is a voting member of the Office of Child
  Care Advisory Committee. Likewise, the director of the Office of Child Care meets with
  the Child Care Licensing Advisory Committee on a monthly basis. Consultation and
  Coordination are achieved through the Early Childhood Council. Meetings are quarterly.

Department of Health, Utah Head Start Collaboration Office
  The CCDF lead agency both consults with and collaborates with the Utah Head
  Start Collaboration Office. The CCDF administrator and the Head Start
  Collaboration Director serve on many committees together. The primary
  collaboration work is achieved through the Early Childhood Council.

Department of Health, Bureau of Maternal and Child Health
  A representative of the Department of Health is a voting member of the Office of Child
  Care Advisory Committee. Consultation and coordination are achieved through the Early
  Childhood Council. Meetings are held quarterly.

Department of Health, Early Intervention Baby Watch*
  By statute, the CCDF State Administrator is a member of the early intervention advisory
  committee. A representative of the Department of Health is a voting member of the
  Office of Child Care Advisory Committee. Consultation is also achieved through the
  Early Childhood Council. Meetings are held bi-monthly.

Department of Workforce Services State and Regional Councils
  Quarterly meetings are held to provide consultation with local employers and
  governments.

Department of Workforce Services, Office of Child Care
  Lead agency

Department of Workforce Services, Operations Support Division, TANF
  The TANF, Food Stamps, WIA and CCDF grants are located within the Utah
  Department of Workforce Services. A weekly team meeting is held to coordinate
  efforts to support Utah's families and to leverage funding.

Early Childhood Council
  The council is hosted by the Department of Health. The state CCDF administrator is the
  past-chair of the council. The council meets quarterly and is in the process of creating a
  comprehensive early childhood state plan.

Five County-Association of Governments
  This association is the host of one of Utah's child care resource and referral agencies.

Governor's Commission on Literacy
  The CCDF administrator is a member of this commission.

Governor's Office of Economic Development
  The Office of Child Care consults with the Governor's Office of Economic Development
  on the Work/Life Awards. The Work/Life Awards recognize Utah's best companies for
  working families.

Office of Child Care Advisory Committee (Membership created in statute)
Office of the Governor of the State of Utah
   Coordination and consultation are accomplished via legislative committees. This year the
   Governor's office has applied for an NGA grant. The CCDF grant administrator is a
   member of the grant team.
Piute Tribe CCDF Office
   The Tribal CCDF Administrator receives regular email communication regarding
   the CCDF grant, programs and activities. The Tribal CCDF Administrator is
   invited to attend all CCDF planning and committee meetings.
Professional Family Child Care Association
   The president of the family child care association is a voting member of the
   Office of Child Care Advisory Committee.
Salt Lake Community College
   The location of the Child Care Professional Development Institute
Salt Lake County Council of Governments
   The Council of Governments will be working with Child Care Resource and
   Referral-Metro to coordinate local policies impacting family child care.
Uintah & Ouray Tribe
   The Tribal CCDF Administrator receives regular email communication regarding
   the CCDF grant, programs and activities. The Tribal CCDF Administrator is
   invited to attend all CCDF planning and committee meetings.
United Way of the Greater Salt Lake
   The CCDF Administer participates as a member of community action groups hosted by
   the United Way. A representative of the United Way is a voting member of the Office of
   Child Care Advisory Committee.
Utah Afterschool Network
   The CCDF administrator and the afterschool program specialist in the Office of Child
   Care are members of the network board.
Utah Association for the Education of Young Children
   Member of the Office of Child Care Advisory Committee
Utah Association of Child Care Resource and Referral Agencies
   Member of the Office of Child Care Advisory Committee
Utah Commission for Women and Families
   The commission has a long interest in child care and advises the Office of Child
   Care on issues related to woman and families using child care.
Utah Family Center/PTA
   Voting member of the Office of Child Care Advisory Committee
Utah Head Start Association
   A representative of the Utah Head Start Association is a voting member of the Office of
   Child Care Advisory Committee. Consultation is also achieved through the Early
   Childhood Council. Meetings are held monthly.
Utah Healthy Marriage Initiative
   The Utah Healthy Marriage Initiative is co-located with the Office of Child Care
   in the Office of Work & Family Life. This provides many opportunities for
   collaboration.
Utah Private Child Care Association
   Voting member of the Office of Child Care Advisory Committee

Utah State Office of Education – Pre-K Transition/Literacy Specialist
   A representative from the State Office of Education is a voting member of the Office of
   Child Care Advisory Committee. Consultation is also achieved through the Early
   Childhood Council. Meetings are held monthly. In addition, our contract agreement
   ensures that activities are coordinated.
Utah State Office of Education – Child and Adult Food Program
   A representative from the State Office of Education is a voting member of the Office of
   Child Care Advisory Committee. Consultation is also achieved through the Early
   Childhood Council. Meetings are held monthly.
Utah State University
   Host agency for child care resource and referral
Utah Valley State College
   Host agency for child care resource and referral
Weber State University
   Host agency for child care resource and referral
Voices for Utah Children
   Voting member of the Office of Child Care Advisory Committee. The Office of Child
   Care is currently collaborating with Voices in a grant to conduct an Early Childhood
   Policy Matters review in Utah.

2.1.2 State Plan for Early Childhood Program Coordination. *Good Start, Grow Smart*
   encourages States to develop a plan for coordination across early childhood
   programs. **Indicate** which of the following best describes the current status of the
   State's efforts in this area. **Note: Check only ONE.**

☒ **Planning**. Indicate whether steps are under way to develop a plan. If so,
   describe the time frames for completion and/or implementation, the steps
   anticipated, and how the plan is expected to support early language,
   literacy, pre-reading and early math concepts.

☐ **Developing**. A plan is being drafted.
   The draft is included as **Attachment 2.1.2**.

☐ **Developed**. A plan has been written but has not yet been implemented.
   The plan is included as **Attachment 2.1.2**.

☐ **Implementing**. A plan has been written and is now in the process of
   being implemented. The plan is included as **Attachment 2.1.2**.

☐ **Other (describe)**:

Describe the progress made by the State planning for coordination across early
childhood programs since the date of submission of the 2006-2007 State Plan.

*The Early Learning Guidelines are integrated into the early childhood education
system in Utah. The guidelines are now being used to create a Core Competency
document that will be used as the cornerstone for Utah's Early Childhood
Professional Development System.*

Indicate whether there is an entity that is responsible for ensuring that such coordination occurs. Indicate the four or more early childhood programs and/or funding streams that are coordinated and describe the nature of the coordination.

There is not a single entity responsible for ensuring coordination occurs. Each agency is responsible for their portion of the overall plan. The Office of Child Care has been taking the lead with child care professional development and quality improvement. The Office of Child care coordinates with Head Start in sharing training and Career Ladder funds. The office coordinates with the Early Intervention Baby Watch and Infant/Toddler Mental Health programs in Utah. After-School Utah Association is taking the lead in writing for the Mott Foundation Grant in collaboration with the 21st Century Community Learning Center grant and the Utah State Office of Education. The director of the Child and Adult Food Program is a member of the Office of Child Care Advisory Committee.

Describe the results or expected results of this coordination. Discuss how these results relate to the development and implementation of the State's early learning guidelines, plans for professional development, and outcomes for children.

We expect to continue to have improved communication and coordination among our programs. The Early Childhood Council is currently working to identify specific outcome measures for key early childhood indicators.

Utah has received a National Governor's Association Grant to facilitate an Early Childhood Education Summit. The CCDF administrator is a key member of the planning committee.

Utah has also received an Annie E. Casey Foundation grant to conduct a policy review. The project will be supported by Sharon Lynn Kagen and follow the Policy Matters project outline. The CCDF administrator is a key member of the planning committee.

Describe how the State's plan supports or will support continued coordination among the programs. Are changes anticipated in the plan?

There are no anticipated changes for this plan.

2.2   Public Hearing Process

Describe the Statewide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §98.14(c)) At a minimum, the description must provide:

Date(s) of statewide notice of public hearing: May 22, 2007

Manner of notifying the public about the statewide hearing: *Printed in Public Notice Section of State and Local Newspapers throughout the state and posted on the Department of Workforce Services/Office of Child Care website. Comments will be taken via website, mail and during the public hearing.*
Date(s) of public hearing(s): Thursday, June 14, 2007
Hearing site(s): *Salt Lake City, Logan and Cedar City, Utah, via videoconference.*
How the content of the plan was made available to the public in advance of the public hearing(s): *Copies of the State Plan for CCDF Services were available on the Department of Workforce Services/Office of Child Care website or by calling to receive a copy. This was mentioned in the announcement of the public hearing.*
A brief summary of the public comments from this process is included as **Attachment 2.2**.

2.3   Public-Private Partnerships

Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private-sector involvement in meeting child care needs?

⊠   Yes. If yes, **describe** these activities or planned activities, including the results or expected results.

Office of Child Care Advisory Committee. The Office of Child Care has a legislatively created Advisory Committee comprised of 23 members. Committee members include state agency and community representatives. As representatives of the child care community, the Advisory Committee advises the Office on community child care issues to insure appropriate child care policy is developed and appropriate grant processes and procedures are in place.   The Advisory Committee has established sub-committees to address topic areas and to address specific projects. The sub-committees are:

Executive Committee (comprised of committee chairs)
Infant/Toddler
School-Age
Public Awareness
Quality Improvement

Business Involvement - Best Places to Work. The Utah Work/Life Award was created in 1998. The award recognizes Utah businesses that excel in creating and offering work/life programs to their employees. The award has evolved over the nine years since its inception. The vision of the award is two-fold. First, the Award is designed to publicly honor those companies that go above and beyond to create sustainable workplace cultures that provide meaningful support to employees, their families and their communities. Second, the Award serves to create an educational community of practice, which allows companies to learn from the award process itself and to share best practices with each other. In the coming year, the department will respond to employer

requests and provide additional information and support for employers interested in the development of on-site child care.

Professional Development - Annual Professional Development Conference:
In collaboration with Utah's six statewide provider associations, Utah hosts an annual Child Care Professional Development Conference.
- o *The goals of the conference are:*
  - *-To acknowledge providers for their professional development and service accomplishments.*
  - *-To share information about child care programs and services.*
  - *-To offer fun and useful training on a variety of topics relevant to child care providers.*
  - *-To offer Utah's provider associations an opportunity to work together on a collaborative project.*

Collaborative System Building - Private Child Care Associations. The Office of Child Care collaborates with Utah child care provider associations to deliver training. The office provides financial support to local associations for training and accreditation initiatives. The office will also continue to work collaboratively with Utah's child care provider association to host Utah's Professional Development Conference each spring.

☐   No.

PART 3
CHILD CARE SERVICES OFFERED

3.1   Description of Child Care Services

3.1.1   Certificate Payment System

Describe the overall child care certificate process, including, at a minimum:
(1) a description of the form of the certificate (98.16(k));
(2) a description of how the certificate program permits parents to choose from a variety of child care settings by explaining how a parent moves from receipt of the certificate to choice of the provider; (658E(c)(2)(A)(iii), 658P(2), 98.2, 98.30(c)(4) & (e)(1) & (2)) and
(3) if the Lead Agency is also providing child care services through grants and contracts, estimate the proportion of §98.50 services available through certificates versus grants/contracts, and explain how it ensures that parents offered child care services are given the option of receiving a child care certificate. (98.30(a) & (b)) This may be expressed in terms of dollars, number of slots, or percentages of services.

Utah operates a certificate program for child care expenses to eligible parents. Depending on the provider type, the payment is made either electronically through the Utah Horizon system or by two-party check. When the payment has been approved, the parent receives notification. The notification includes the number of hours approved, month of service, the provider name, the amount of the payment, and the co-payment.

During the eligibility interview, parents are informed of the different types of providers they may choose from including center based, family, group home, and in-home care. They are then given the number to CCR&R, which assists the parents in choosing a specific provider that meets their child care needs. Once a parent is determined eligible for child care, the money is transferred onto the Utah Horizon Card or a two-party check is mailed to the parent.

Attach a copy of your eligibility worker's manual, policy handbook, or other printed guidelines for administering the child care subsidy program as **Attachment 3.1.1.** If these materials are available on the web, the State may provide the appropriate Web site address in lieu of attaching hard copies to the Plan.

http://www.jobs.utah.gov/Infosource/eligibilitymanual/Eligibility_Manual.htm

Note: Eligibility worker's manuals, policy handbooks, or other printed guidelines for administering a child care subsidy program will be used for reference purposes only. Documents provided by Lead Agencies pursuant to

this section will not be uniformly or comprehensively reviewed and will not be considered part of the Plan. All information required to be part of the Plan must continue to be set forth in the Plan.

3.1.2   In addition to offering certificates, does the Lead Agency also have grants or contracts for child care slots?

☐   Yes, and the following **describes** the types of child care services, the process for accessing grants or contracts, and the range of providers that will be available through <u>grants or contracts</u>: (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b))

☒   No.

3.1.3   The Lead Agency must allow for in-home care but may limit its use. Does the Lead Agency limit the use of in-home care in any way?

☐   Yes, and the limits and the reasons for those limits are: (§§98.16(g)(2), 98.30(e)(1)(iv))

☒   No.

3.1.4   Are child care services provided through certificates, grants and/or contracts offered throughout the State? (658E(a), §98.16(g)(3))

☒   Yes.

☐   No, and the following are the localities (political subdivisions) and the services that are not offered:

3.2   Payment Rates for the Provision of Child Care

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish payment rates for child care services that ensure eligible children equal access to comparable care.

These rates are provided as **Attachment 3.2A**.

The attached payment rates were or will be effective as of ____July 1, 2007____.

Provide a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum:

Effective Date: October 1, 2007
                                                                                              Amended Effective: _____

- The month and year when the local market rate survey(s) was
  completed:____September 2006_____ . (§98.43(b)(2))

- A copy of the **Market Rate Survey instrument** and a **summary of the results** of
  the survey are provided as **Attachment 3.2B**. At a minimum, this summary
  should include a description of the sample population, data source, the type of
  methodology used, response rate, description of analyses, and key findings (**See
  Guidance for additional information.)**

- Does the Lead Agency use its **current** Market Rate Survey (a survey completed
  within the allowable time period –10/1/05 -9/30/07) to set payment rates?

  ☒   Yes.

  ☐   No.

  **At what percentile of the current Market Rate Survey is the State rate ceiling
  set?**

  *Utah provides parents a subsidy for all licensed providers (center, home, group)
  at the 75th percentile. Residentially Certified providers are paid at the 60th
  percentile. Rates for unregulated providers are set at 80% of the Residentially
  Certified rate.*

  *Residentially Certified and unregulated providers do not have the same standards
  for training or licensing requirements. Rates have been set at a lower percentile
  to encourage Residentially Certified providers to become licensed. Rates for the
  unregulated providers have always been set at a lower amount and we have not
  had any problems or reluctance with this rate.*

  If you do not use your current Market Rate Survey to set your rate ceilings or your
  percentile varies across categories of care (e.g., type of setting, region, age of
  children), describe and provide the range of variation in relation to your current
  survey. **(See Guidance for additional information.)**

- How the payment rates are adequate to ensure equal access to the full range of
  providers based on the results of the above noted local market rate survey (i.e.,
  describe the relationship between the attached payment rates and the market rates
  observed in the survey): (§98.43(b))

  *Surveys are completed every two years. The Lead Agency works closely with the
  resource and referral network to monitor the availability and accessibility of
  affordable child care throughout the state.*

A monthly ceiling rate for each provider type of licensure and age of child category is established by local market rate survey. An hourly "participation rate" is based on the number of hours a parent is participating in agreed upon activities. This is converted into a monthly participation cost. The monthly participation cost, monthly ceiling rate, and actual monthly provider charge are compared. A payment is generated based on the least of the three amounts. Parents participating over 40 hours per week may qualify for an additional payment.

Families with children who have disabilities and/or special child care needs may qualify for a higher subsidy on a case-by-case basis.

- Does the Lead Agency consider any additional facts to determine that its payment rates ensure equal access? (§98.43(d))

  ☐ Yes. If, yes, **describe**.

  ☒ No.

- Does the State have a tiered reimbursement system (higher rates for child care centers and family child care homes that achieve one or more levels of quality beyond basic licensing requirements)?

  ☐ Yes. If yes, **describe**:

  ☒ No.

3.3   Eligibility Criteria for Child Care

3.3.1   Age Eligibility

Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are physically and/or mentally incapable of self-care? (Physical and mental incapacity must then be defined in Appendix 2.) (658E(c)(3)(B), 658P(*3*), §98.20(a)(1)(ii))

☒ Yes, and the upper age is __18__.

☐ No.

Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

☒   Yes, and the upper age is __18__.

☐   No.

3.3.2   Income Eligibility

Complete columns (a) and (b) in the matrix below. Complete Columns (c) and (d) ONLY IF the Lead Agency is using income eligibility limits lower than 85% of the SMI.

Family Size	(a) 100% of State Median Income (SMI) ($/month)	(b) 85% of State Median Income (SMI) ($/month) [Multiply (a) by 0.85]	IF APPLICABLE	
			Income Level, lower than 85% SMI, if used to limit eligibility	
			(c) $/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	n/a	n/a	n/a	n/a
2	$3287	$2794	$1840	56%
3	$4060	$3451	$2274	56%
4	$4833	$4108	$2707	56%
5	$5607	$4766	$3140	56%

If the Lead Agency does not use the SMI from the most current year, **indicate** the year used:

If applicable, indicate the date on which the eligibility limits detailed in column (c) became or will become effective:

How does the Lead Agency define "income" for the purposes of eligibility? Describe and/or include information as **Attachment 3.3.2**. (§§98.16(g)(5), 98.20(b))

The Lead Agency defines earned income as compensation in cash or in-kind (non-cash) for which a person performs a service. Unearned income is defined as compensation in cash or in-kind where no service has been performed.

- Is any income deducted or excluded from total family income (for instance, work or medical expenses; child support paid to, or received from, other households; Supplemental Security Income (SSI) payments)?

  ☒ Yes. If yes, **describe** what type of income is deducted or excluded from total family income.

A medical deduction of $100 for each household and $100 work allowance deduction for each working parent is allowed. Court ordered child support paid, and the first $50 of child support received are also allowable deductions.

Earned income exclusions include earned income of a minor child who is not the parent, earned income of an SSI recipient, and Earned Income Tax Credit.

Unearned income exclusions include SSI payments, loans, government/rental subsidies, value of food program assistance, and Tribal benefits received by designated tribes.

  ☐ No.

- Is the income of all family members included?

  ☐ Yes.

  ☒ No. If no, **describe** whose income is excluded for purposes of eligibility determination.

  Earned income of a minor child who is not the parent and income of an SSI recipient are not included in eligibility determination.

3.3.3   Eligibility Based Upon Receiving or Needing to Receive Protective Services

Does the State choose to provide child care to children in protective services, as defined in Appendix 2? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

  ☐   Yes.

  ☒   No.

Has the Lead Agency elected to waive, on a case-by-case basis, the fee and income eligibility requirements for cases in which children receive, or need to receive, protective services, as defined in Appendix 2? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

  ☐   Yes.

☐   No.

☒   Not applicable. CCDF-funded child care is not provided in cases in which children receive, or need to receive, protective services.

Does the State choose to provide CCDF-funded child care to children in foster care whose foster care parents are <u>not</u> working, or who are <u>not</u> in education/training activities? (§§98.20(a)(3)(ii), 98.16(f)(7))

☐   Yes. (**NOTE**: This means that for CCDF purposes the State considers these children to be in protective services.)

☒   No.

3.3.4   Additional Eligibility Conditions

Has the Lead Agency established additional eligibility conditions? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

☐   Yes, and the additional eligibility conditions are: (<u>Terms must be defined in Appendix 2</u>)

☒   No.

3.4   Priorities for Serving Children and Families

3.4.1   Complete the table below regarding eligibility conditions and priority rules. For columns (a) through (d), check box if reply is "Yes". Leave blank if "No". Complete column (e) if you check column (d).

Eligibility Category	(a) Guarantee subsidy eligibility	(b) Give priority over other CCDF-eligible families	(c) Same priority as other CCDF-eligible families	(d) Is there a time limit on guarantee or priority?	(e) How long is time limit?
Children with special needs	☐	☒	☐	☐	
Children in families with very low incomes	☐	☐	☒	☐	

Families <u>receiving</u> Temporary Assistance for Needy Families (TANF)	☐	☒	☐	☐	
Families transitioning from TANF	☐	☐	☒	☐	
Families at risk of becoming dependent on TANF	☐	☐	☒	☐	

3.4.2 **Describe** how the State prioritizes service for the following CCDF-eligible children: (a) children with special needs and (b) children in families with very low incomes. Terms must be defined in Appendix 2. (658E(c)(3)(B))

During high demand for child care services, a waiting list process is implemented. Special needs children, homeless, and children in families with very low incomes as defined in Appendix 2, are placed at the top of the list and are served first.

3.4.3 **Describe** how CCDF funds will be used to meet the needs of: (a) families receiving Temporary Assistance for Needy Families (TANF), (b) those attempting to transition off TANF through work activities, and (c) those at risk of becoming dependent on TANF. (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

In Utah, Temporary Assistance for Needy Families (TANF) is known by and administered under the Family Employment Program (FEP). Utah's child care services will support these families when they are employed or are participating in activities that lead to employment as negotiated in their approved employment plan.

Utah will continue to serve all working families transitioning off of the Family Employment Program and all other families at risk of becoming dependent on such assistance whose incomes are at or below 56% State Median Income. Child care continues for as long as the families meet the eligibility criteria established.

3.4.4 Has the Lead Agency established additional priority rules that are not reflected in the table completed for Section 3.4.1? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

☐   Yes, and the additional priority rules are: (<u>Terms must be defined in Appendix 2</u>)

☒   No.

3.4.5   Does the Lead Agency serve all eligible families that apply?

☒   Yes.

☐   No.

3.4.6   Does the Lead Agency maintain a waiting list?

☐   Yes. If yes, for what populations? Is the waiting list maintained at the State level? Are certain populations given priority for services, and if so, which populations? What methods are employed to keep the list current?

☒   No.

3.5   Sliding Fee Scale for Child Care Services

3.5.1   A sliding fee scale, which is used to determine each family's contribution to the cost of child care, must vary based on <u>income and the size of the family</u>. A copy of this sliding fee scale for child care services and an explanation of how it works is provided as **Attachment 3.5.1**.

The attached fee scale was or will be effective as of ___<u>October 1, 2007</u>____.

Will the Lead Agency use additional factors to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

☐   Yes, and the following **describes** any additional factors that will be used:

☒   No.

3.5.2   Is the sliding fee scale provided in the attachment in response to question 3.5.1 used in <u>all</u> parts of the State? (658E(c)(3)(B))

☒   Yes.

☐   No, and other scale(s) and their effective date(s) are provided as **Attachment 3.5.2**.

3.5.3   The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size, (§98.42(c)), and the poverty level used by the Lead Agency for a family of 3 is: $_1,431_____.

The Lead Agency must **select ONE** of these options:

☐   ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.

☐   ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.

☒   SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The following describes these families:

Some families who are at or below 100% of poverty are not subject to the income adjustment scale. These families participate in the Family Employment Program (FEP). Families who transition off of FEP may receive up to three consecutive months of child care without being required to pay a fee. They must meet all other employment support eligibility factors.

3.5.4   Does the State allow providers to charge parents the difference between the maximum reimbursement rate and their private pay rate?

☒   Yes.

☐   No.

3.5.5   The following is an explanation of how the copayments required by the Lead Agency's sliding fee scale(s) were determined to be affordable: (§98.43(b)(3))

The highest fee a family is required to pay does not exceed 14% of family income. The majority of the caseload pays below 8% of family income.

PART 4
PARENTAL RIGHTS AND RESPONSIBILITIES

4.1   Application Process / Parental Choice

4.1.1   **Describe** the process for a family to apply for and receive child care services (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a) through (e)). At minimum, the description should include:

- How parents are informed of the availability of child care services and about child care options
- Where/how applications are made
- What documentation parents must provide
- How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4
- Length of eligibility period including variations that relate to the services provided, e.g., through collaborations with Head Start or pre-kindergarten programs
- Any steps the State has taken to reduce barriers to initial and continuing eligibility for child care subsidies

Information on the availability of child care subsidies is available to the public through a variety of sources. Parents may learn of the program through the Child Care Resource and Referral agency network, which collects and updates detailed information on available child care resources, child care providers, or from any number of child care advocacy groups (listed below).

- *Voices for Utah Children*
- *State CAP agencies*
- *Child Care Provider Associations*
- *Head Start grantees*

Individuals receiving TANF are told that child care subsidies are available as part of the eligibility interview. Brochures outlining DWS supportive services, including child care assistance, are displayed in local employment centers. Information about child care services and resources is also accessible through the DWS website.

Families may receive child care subsidies by completing an application in the local Employment Center of the Department of Workforce Services. Initial eligibility determination is made by the Employment Center, Department of Workforce Services staff.

Besides the application, parents will be required to submit a Form 980, Child Care Subsidy Worksheet, that they present to the child care provider of their choice. The provider declares the monthly rate charged for their child care

services for each child and the monthly hours each child is in care. Parents are also required to submit verification justifying the child care need and hours. This verification may include check stubs, a statement from their employer, class schedules, or a report card depending upon what activities are being supported with child care.

Ongoing eligibility may be managed at the Employment Center or by the Regional Eligibility Service Center, Department of Workforce Services depending on the area.

Parents are advised during the eligibility interview that they may choose their own child care provider. Eligible families may choose child care services from providers who are licensed or providers who meet minimum health and safety standards. Parents are encouraged to choose child care arrangements that best meet the family needs. Parents are referred to the local CCR&R when assistance is needed in locating child care.

The parent's weekly hours of participation in approved activities and monthly provider charge are entered into the eligibility case management system. The system calculates a participation cost and determines the amount of the payment based on the lesser of the participation cost, provider charge, and monthly local market rate. The payment is issued via the Utah Horizon Card or a two-party check and mailed to the parent.

If at any time a TANF particpant is unable to locate appropriate child care, the DWS Service Provider will assist and discuss alternatives with the parent. When it is clear that there is an inability to obtain needed child care, the DWS Service Provider will discuss the exception to individual penalties as described in 4.4 in terms of employment plan activities. This process is handled in person with the TANF participant and on a case-by-case basis.

Need for child care is re-established at reviews or sooner as determined by the DWS Service Provider. Payments are authorized prospectively based on a best estimate of need for child care. During the re-establishment process, past child care is reviewed to ensure that minimum eligibility requirements were met. Review periods may be approved for up to 6 months. Monthly eligibility continues until such time as the parent is no longer eligible.

Steps the State has taken to reduce barriers to initial and continuing eligibility for child care subsidies.

The Office of Child Care implemented significant policy changes on April 1, 2005 to simplify policy and reduce the amount of verification that is required by parents in order to qualify for and to maintain child care assistance. These changes included removing child support and asset requirements. As of August 1,

2007, a majority of our child care cases are being reviewed every 6 months instead of every 3 months.

The development and implementation of an inter-agency case eligibility management computer system is still being constructed to allow easier and more accurate child care assistance. This is scheduled to be implemented in March 2008.

Attach a copy of your parent application for the child care subsidy program. If the application is available on the web, provide the appropriate Web site address (application must still be attached to Plan):
http://jobs.utah.gov/opencms/customereducation/apply/forms.html

4.1.2   Is the application process different for families receiving TANF?

☒   Yes. If yes, **describe** how the process is different:

If a parent is receiving TANF, they do not need to complete an application for child care services, but have to be participating in approved activities per Federal and State TANF regulations. The amount of child care need is based on participation amount in those activities and is determined by the case worker and the parent.

☐   No.

4.1.3   The following is a detailed description of how the State ensures parental choice by making sure that parents are informed about their ability to choose from among family and group home care, center-based care and in-home care including faith-based providers in each of these categories.

When a customer applies for child care assistance, parents are informed of the different types of providers they may choose from including center based, licensed home, licensed group, relative, and in-home care. Parents are referred to their local CCR&R agency for assistance in selecting appropriate care. The parent gives CCR&R criteria that they want or need in a provider. CCR&R gathers information from individual providers and what services they offer and keep track of this information on a database. CCR&R then gives the parent a list of providers that meet this criteria based on the database. It is up to the parent to choose a provider that best meets their family's needs.

4.1.4   Does the State conduct activities aimed at families with limited English proficiency to promote access to child care subsidies and reduce barriers to receiving subsidies and accessing child care services?

☐   Yes. If yes, **describe** these activities, including how the State overcomes language barriers with families and providers.

☒   No.

4.2   Records of Parental Complaints

The following is a detailed description of how the State maintains a record of substantiated parental complaints and how it makes the information regarding such parental complaints available to the public on request. (658E(c)(2)(C, §98.32))

The Department of Health, Bureau of Licensing investigates all complaints and maintains records of substantiated parental complaints for all Licensed and Residentially Certified providers. Anyone can file a complaint in person, by phone, or in writing. The public may receive information on substantiated complaints at any time upon request.

The Department of Workforce Services maintains a file of substantiated parental complaints about license exempt providers. The parent can make a complaint in person, by phone, or in writing. Abuse and neglect complaints are referred to Department of Human Services, Child Protective Services or the local law enforcement agency for investigation. A record is established on all substantiated complaints and is available at any time upon request. Parents who make complaints against exempt providers for child abuse or lack of health and safety are encouraged to contact local authorities and have the option to select another provider and may be referred to the local Child Care Resource and Referral agency for assistance in finding another setting. The Department of Workforce Services may help the parent file a child protective service complaint with the police or Division of Child and Family Services.

4.3   Unlimited Access to Children in Child Care Settings

The following is a detailed description of the procedures in effect in the State for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds. (658E(c)(2)(B), §98.31))

The Department of Health, Bureau of Licensing, monitors licensed and residentially certified providers. Providers are required to certify that parents are allowed access to their children at all times. Parents are afforded unlimited access to their children in care. License exempt providers must sign an agreement that outlines health and safety criteria and accessibility to children by parents. Parents monitor license exempt providers.

4.4   Criteria or Definitions Applied by TANF Agency to Determine Inability to Obtain Child Care

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care:

NOTE: The TANF agency, not the Child Care Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record. The TANF agency that established these criteria or definitions is: _____.

- "appropriate child care":
  Appropriate child care is determined by the parent. The parent chooses the care setting that best meets the child's developmental needs. "Finding" appropriate child care will be counted as parent participation in the State's TANF program. To find appropriate child care, parents are referred to their local child care resource and referral agency.

- "reasonable distance":
  Travel that requires less than a two hour round trip, unless the commute time for the community is generally longer.

- "unsuitability of informal child care":
  A child care setting that is chosen by the parent that is operating illegally as defined by Utah law or a setting where there is substantiated evidence of child abuse.

- "affordable child care arrangements":
  An available provider in the community whose charge for services does not exceed the monthly local market rate established at the 75th percentile.

PART 5
ACTIVITIES & SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF CHILD CARE

5.1   Quality Earmarks and Set-Asides

5.1.1   The Child Care and Development Fund provides earmarks for infant and toddler care and school-age care and resource and referral services as well as the special earmark for quality activities. The following describes the activities; identifies the entities providing the activities; describes the expected results of the activities and, if the activities have been ongoing, the actual results of the activities. **For the infant and toddler earmark, the State must note in its description of the activities, what is the maximum age of a child who may be served with such earmarked funds (not to exceed 36 months).**

Infants and toddlers*: The three overarching outcome goals for the Office of Child Care Infant/Toddler activities are to:

1. *To increase the availability of infant/toddler care in Utah.*
2. *To increase the affordability of infant/toddler care in Utah.*
3. *To increase the quality of infant/toddler care in Utah.*

Results
Sixty-six infant/toddler grants were awarded to create or maintain infant/toddler spaces. Approximately 850 infants and toddlers were impacted.

*Infant/toddlers are defined as age 6 weeks to 24 months. For fiscal year 2008, Baby Steps centers may also purchase equipment for two- year old classrooms.

These goals will be achieved through the following activities.

Baby Steps Quality Improvement Project: As of in July 2003, all centers that provide infant and/or toddler child care have been eligible for annual grants to increase the quality of care and to help offset the cost of providing infant care. Directors and caregivers attend 40 hours of training to obtain the Infant/Toddler Endorsement in their first year of participation. Annual Quality Improvement goals are based on the Infant/Toddler Environment Rating Scale – Revised (ITERS-R). Funds may be used in a variety of ways including: purchasing materials, increasing staff wages, and supporting training efforts. Centers must meet their annual quality improvement and training goals to remain eligible for the annual grant.

Infant/Toddler Specialist Network: Four Infant/Toddler Specialists provide consultation and technical assistance to the approximately 80 child care centers participating in the Baby Steps Project. The Specialists are Program housed in a variety of agencies, including a children's mental health program, an Early

Intervention-Early Head Start center, and a Family Support Center. Infant/Toddler Specialists are certified by the Program for Infant Toddler Caregivers (PITC).

First Steps Start-up or Expansion Grants: The goal of these grants is to increase the availability of infant/toddler child care. Grant funds may be used for furniture and equipment or minor modifications required by licensing rules. Family Group child care homes may be eligible if efforts to revise the licensing rules are successful.

***Child Care Resource and Referral:** The two overarching outcome goals for the Office of Child Care Resource and Referral activities are to:*

1. *Support families by increasing access to child care and parenting resources.*
2. *Support child care providers to expand supply, and enhance the quality of care.*

Results
In FY06, Utah child care resource and referral agencies made 25,430 individualized referrals for Utah families. That is about 500 referrals a week.

These goals will be achieved through the following activities:
The Office of Child Care will continue to support CCR&R Core Services, including:
   --Provide individualized consumer education and referrals
   --Maintain a comprehensive database of providers
   --Recruit new child care providers
   --Retain existing child care resources
   --Deliver training and technical assistance to child care providers
   --Facilitate community collaboration and outreach

The Department of Workforce Services contracts with the following entities for the delivery of Resource and Referral Services:
   --Utah State University
   --Weber State University
   --Children's Service Society of Utah
   --Utah Valley State College
   --College of Eastern Utah
   --Five County Association of Governments

***School-age child care**: The three overarching outcome goals for the Office of Child Care School-Age activities are to:*

1. *Increase the availability and quality of school-age care in Utah.*
2. *Increase the number of public/private partnerships designed to enhance programs for school-age children.*
3. *Develop an appropriate funding strategy for school-age care in Utah.*

Results
Fifty-nine school-age grants were awarded in FY06 to create or maintain after school spaces. More than 8,400 children were enrolled; about ¼ attended everyday.

These goals will be achieved through the following activities:

Provide on-going support to the Utah Afterschool Network to support the development of statewide policies that will secure resources needed to sustain new and existing afterschool programs, and support statewide systems to ensure after school programs are of high quality. The Network is incorporated as a 501 (c)(3) organization and has receive $63,000 a year funding from the Charles Stewart Mott Foundation through October 2009.

The Youth Connections grant program is designed specifically for elementary school youth and will continue to serve low-income or at-risk youth. Qualifying programs may participate for a maximum of six years. The purpose of the funding is to expand the capacity of an existing program to serve more youth and/or to expand the capacity of an existing program to increase service hours, or begin operation of a new program.

The Office of Child Care contracts with the Utah Afterschool Network for a half-time Afterschool Mentor to serve Utah programs in quality self-assessment using the School-Age Care Environment Rating Scale and the National Afterschool Association Quality Standards.

In Utah, afterschool is defined as care that is needed for any out-of-school time – including before school, after school and during summertime and holidays when school is not in session. This definition of afterschool is intentionally broad, since children need care whenever they are not in school, not just "after" school.

5.1.2   The law requires that <u>not</u> <u>less</u> than <u>4%</u> of the CCDF be set aside for quality activities. (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51) The Lead Agency <u>estimates</u> that the following amount and percentage will be used for the quality activities (not including earmarked funds) during the 1-year period: October 1, 2007 through September 30, 2008:

$ _6.1 million____ (9%)

5.1.3   **Check** each activity the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the special earmark for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h))

Activity	Check if undertaking/will undertake	Name and type of entity providing activity	Check if this entity is a non-governmental entity?
Comprehensive consumer education	☒	Child Care Resource and Referral	☒
Grants or loans to providers to assist in meeting State and local standards	☒	State Agency (Office of Child Care) Child Care Resource and Referral	☐
Monitoring compliance with licensing and regulatory requirements	☒	State Agency(Utah Department of Health)	☐
Professional development, including training, education, and technical assistance	☒	State Agency(Salt Lake Community College, Child Care Provider Professional Development Institute) The Children's Center CCRR	☐
Improving salaries and other compensation for child care providers	☒	State Agency(Office of Child Care, Salt Lake Community College, Child Care Provider Professional Development Institute)	☐
Activities in support of early language, literacy, pre-reading, and early math concepts development	☒	State Agency(Salt Lake Community College, Child Care Provider Professional Development Institute and the Utah State Office of Education) Child Care resource and referral services	☐
Activities to promote inclusive child care	☒	Child Care Resource and Referral, State Agency (Utah Department of Health, Salt Lake Community College, Child Care Provider Professional Development Institute)	☐

Activity	Check if undertaking/will undertake	Name and type of entity providing activity	Check if this entity is a non-governmental entity?
Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children	☒	Child Care Resource and Referral, State Agency (Utah Department of Health, Salt Lake Community College, Child Care Provider Professional Development Institute)	☐
Activities that increase parental choice	☒	Child Care Resource and Referral	☐
Other activities that improve the quality of child care (describe below).	☐		☐
Other activities that improve the availability of child care (describe below).	☐		☐
(§98.51(a)(1) and (2))			

5.1.4 For each activity checked, **describe** the expected results of the activity. If you have conducted an evaluation of this activity, **describe the results**. If you have not conducted an evaluation, **describe** how you will evaluate the activities.0

Comprehensive Consumer Education:
Child Care Resource & Referral programs employ phone counselors who offer consumer education to each parent who contacts CCR&R for a child care referral. Follow-up consumer education materials are also mailed to parents receiving referrals. Expected results are to provide valuable information to parents searching for child care.

In FY06, Utah child care resource and referral agencies made 25,430 individualized referrals for Utah families. That is about 500 referral a week.

"Care About Child Care" Campaign (non-governmental organization). In May 2003, Utah began a statewide public awareness campaign to increase awareness of the importance of quality child care. The campaign includes television and radio spots, newspaper articles, and informational materials about child care, and operates a website: www.careaboutchildcare.org.

In the spring of 2007, a multi-media campaign touting the importance of afterschool programs ran throughout Utah. Results are being tabulated.

Grants or loans to providers to assist in meeting State and local standards:
Grants are provided to Baby Steps centers. For a description see page 34.

Child Care Resource and Referral (CCR&R) will encourage recruitment of new family child care providers and retention of existing family child care providers by offering a Family Start-Up Grant Program. This program provides support through technical assistance, training and resources to help providers meet state and local standards. During FY06, more than 500 family provider start-up grants were awarded. FFY08-09 evaluation will include program utilization data and provider feedback.

Accreditation Support Projects. Utah supports national accreditation for both family and center child care programs through grants to statewide provider associations (non-governmental organization). Accreditation grant monies can be used to purchase accreditation materials for interested programs, to provide mentoring to programs in the accreditation process, and to pay for accreditation validation visits.

Provider Association Grants (non-governmental organizations) provide financial support to legally recognized child care provider associations in Utah for the purpose of supporting training, newsletters, and special projects.

Monitoring and compliance with licensing and regulatory requirements:
The Department of Workforce Services contracts with the Department of Health/Bureau of Child Care Licensing for monitoring and compliance functions. The Bureau of Child Care Licensing reports quarterly to the Office of Child Care. In SFY08, the Child Care Licensing Bureau will be creating a new provider database that will enable the department to gather more accurate program reports.

Professional Development, Including Training, Education, and Technical Assistance: *With the hiring of an Executive Director for Child Care Professional Development Institute (CCPDI) and the completion of the Professional Development Strategic Planning Summit, the overarching outcome goal for the Utah Professional Development Plan has expanded. The goal to improve quality of child care for all children in Utah by increasing the levels of education and experience of early childhood/child care workers and reducing caregiver turnover continues. The expansion of this goal is to increase knowledge, skill and quality of all individuals who work within the early childhood/youth care arenas, including teachers, aides, trainers, mentors and administrators.*

These goals will be met by the following activities:

Career Ladder:
Utah will continue the Career Ladder program. The goal of this program is to improve the quality of care children receive by increasing the training and education levels of child care providers. The program offers community-based training for child care providers throughout Utah through Utah's Child Care Resource & Referral (CCR&R) network. It also acknowledges and rewards providers for the completion of both community-based and college credit early childhood and elementary education training. In addition to the 10 possible levels of Career Ladder certification, providers may also receive Career Ladder Endorsements for the completion of 40 hours of specialized training in the following areas: Infant & Toddler Care, Caring for Children with Special Needs, Center Administration, Family Child Care, School Readiness, Caring for School-age Children and Guidance & Emotional Wellness.

Professional Development Strategic Planning Summit: Stakeholders from all over Utah were invited to attend the Summit. From input given at the Summit, and from various focus groups held throughout Utah, CCPDI established and expanded the Professional Development Plan which includes:
1. The development of a training approval system for community-based non-CCR&R agencies and provider associations.
2. A plan for articulation of informal training into college credit.
3. A Trainer Certification program which approves trainers, based on education and experience to be Career Ladder trainers. Certified trainers may work towards a Trainer Credential based on training, which can be obtained through community-based CEU courses or college credit, experience, and competency.
4. The development of Utah's Core Competencies in seven Core Knowledge areas.
5. The development of shared training opportunities with other non-CCR&R training entities.
6. The development and piloting of a provider peer-mentor program for family child care providers.

Annual Professional Development Conference:
In collaboration with Utah's five statewide provider associations (non-governmental organizations), Salt Lake Community College, and the Utah Office of Child Care host an annual Professional Development Conference.
The goals of the conference are:
o *To acknowledge providers for their professional development and service accomplishments. We plan to expand this to recognition of an outstanding mentor and trainer.*
o *To share information about child care programs and services.*
o *To offer useful training on a variety of topics relevant to child care providers.*
o *To offer Utah's provider associations the opportunity to work together on a collaborative project.*

Core Knowledge and Core Competencies:
Utah is developing core competencies that detail skills needed at entry into the profession that include five steps or benchmarks on the professional development continuum. The five steps within the continuum are defined as:
Step 1: Developing Awareness
Step 2: Beginning to Understand and Apply
Step 3: Knows, Explains & Practices
Step 4: Evaluates, Models & Mentors
Step 5: Creates, Teaches Collaborates & Advocates

Seven content areas provide the framework: Health and Safety, Child Growth and Development, Child Guidance and Emotional Wellness, Learning Environment and Curriculum Development, Observation and Assessment, Family and Community Relationships, Professional and Personal Development.

Utah's Core Competencies will be used with a variety of the professional development programs. Utah expects to use the Core Competencies as a standard for writing and approving of Career Ladder training, for the quality rating of family child care mentors, program goal development and quality improvement development for child care practitioners, and the measurement of student learning outcomes in the Career Ladder program.

Family Child Care Network
Utah is developing a Family Child Care mentor pilot program that will equip family child care providers with a system of support in developing short and long-term goals that will lead to enhanced quality experiences for children and retention of child care providers. Program measurement and outcomes will focus on utilization and provider feedback.

Improving salaries and other compensation for child care providers

Training & Longevity Wage Supplement Program:
This program has two goals:
  o *To improve the quality of care children receive by reducing turnover among caregivers, thereby allowing children to develop stable, consistent relationships with a limited number of caregivers.*
  o *To improve the quality of care children receive by encouraging providers to participate in ongoing training. The program offers individual caregivers working in licensed child care programs a yearly wage supplement of between $100 and $900. The amount of the supplement is dependent upon a combination of the provider's level of Career Ladder certification and his or her years of continuous employment in the same child care program.*

Funds can be used to improve the salaries and other compensation for child care providers that have a Baby Steps contract. For details in the Baby Steps program, see page 34.

Activities in support of early language, literacy, pre-reading, and early math concepts development
Forty hours of training based on the Utah Early Learning Guidelines has been developed and implemented through the state of Utah through the CCR&R training network as a School Readiness Endorsement to the Career Ladder Program. See 5.2 for the complete Good Start, Grow Smart plan.

Activities to promote inclusive child care
Career Ladder training is available through the state of Utah that includes 40 hours of provider training specific to including children with disabilities in child care programs. This training constitutes the Special Needs Endorsement for the Career Ladder Program.

Activities that increase parental choice
In Utah the source of child care referral is child care resource and referral. The statewide network of agencies provides free web-based or telephone referral. Parents are encouraged to choice the child care setting that will best suit their family needs. For information on child care resource and referral, visit our website at: www.jobs.utah.gov/occ

Start-up grants – First Step, Youth Connections, CCRR child care provider recruitment, CCRR parental education.

5.2   *Good Start, Grow Smart* Planning and Development

This section of the Plan relates to the President's *Good Start, Grow Smart* initiative which is envisioned as a Federal-State partnership that creates linkages between CCDF, including funds set-aside for quality, and State public and private efforts to promote early learning. In this section, each Lead Agency is asked to assess its State's progress toward developing voluntary guidelines on language, literacy, pre-reading, and early math concepts and a plan for the education and training of child care providers. The third component of the President's *Good Start, Grow Smart* initiative, planning for coordination across at least four early childhood programs and funding streams, was addressed in Section 2.1.2.

5.2.1   **Status of Voluntary Early Learning Guidelines**. **Indicate** which of the following best describes the current status of the State's efforts to develop, implement, or revise research-based early learning guidelines (content standards) for three to five year-olds. **NOTE: Check only one box to best describe the status of your State's three-to-five-year-old guidelines.**

☐   **Planning**. The State is planning for the development of early learning guidelines. Expected date of plan completion: _____

☐   **Developing**. The State is in the process of developing early learning guidelines. Expected date of completion: _____

☐   **Developed**. The State has approved the early learning guidelines, but has not yet developed or initiated an implementation plan. The early learning guidelines are included as **Attachment 5.2.1**.

☒   **Implementing**. In addition to having developed early learning guidelines, the State has embarked on implementation efforts which may include dissemination, training or embedding guidelines in the professional development system. The guidelines are included as **Attachment 5.2.1**

☐   **Revising**. The State has previously developed early learning guidelines and is now revising those guidelines. The guidelines are included as **Attachment 5.2.1**.

☐   **Other (describe)**:

Describe the progress made by the State in developing, implementing, or revising early learning guidelines since the date of submission of the 2006-2007 State Plan.

Pre-K Professional Development Workshops on implementing the Pre-K Guidelines have been presented at following conferences: Utah State PTA Reading Summit, Utah State Special Education Preschool Conference, Early Childhood Inter-institutional Conference, Cache Valley Literacy Conference, Utah PTA Conference, SUU Early Childhood Conference and the CCPDI Early Childhood Conference. Regional School District Meetings with all school districts in the state were held to discuss the effective implementation of the guidelines in all district preschool programs. A Pre-K Professional Development Team has been formed to develop a Pre-K Professional Development Workshop to be offered to all Pre-K Programs in the state including but not limited to child care providers, private and public preschool programs and head Start programs.

If developed, are the guidelines aligned with K-12 content standards or other standards (e.g., Head Start Child Outcomes, State Performance Standards)?

☒   Yes. If yes, **name standards**. *Utah State Kindergarten Standards.*

☐   No.

If developed, are the guidelines aligned with early childhood curricula?

☒   Yes. If yes, **describe**.

The Guidelines include all five components of early childhood curricula: approaches to learning, language and literacy, social/emotional, mathematics and physical health and safety.

☐　　No.

Have guidelines been developed for children in the following age groups (check if guidelines have been developed):

☐　　Birth to three. Guidelines are included as Attachment 5.2.1
☐　　Birth to five. Guidelines are included as Attachment 5.2.1
☐　　Five years or older. Guidelines are included as Attachment 5.2.1

Efforts to develop early learning guidelines for children that may differ from those addressed in *Good Start, Grow Smart* (i.e., children birth to three or older than five) may be described here.

If any of your guidelines are available on the web, provide the appropriate Web site address (guidelines must still be attached to Plan):

http://www.schools.utah.gov/curr/preschool-kindergarten/PDF/PreKindergartenGuidelinesFINALDRAFT.pdf

5.2.2　　**Domains of Voluntary Early Learning Guidelines.** Do the guidelines for children three-to-five-years-old address language, literacy, pre-reading, and early math concepts?

☒　　Yes.

☐　　No.

Do the guidelines for children three-to-five-years-old address domains not specifically included in *Good Start, Grow Smart*, such as social/emotional, cognitive, physical, health, creative arts, or other domains?

☒　　Yes. If yes, **describe**.

The guidelines have sections specific to social/emotional, physical health and safety. Creative Arts and Music are imbedded in all of the curriculum areas.

☐　　No.

5.2.3 **Implementation of Voluntary Early Learning Guidelines. Indicate** the strategies the State used or expects to use in **implementing** its early learning guidelines.

Check all that apply:
- ☒ Disseminating materials to practitioners and families
- ☒ Developing training curricula
- ☒ Partnering with other training entities to deliver training
- ☒ Aligning early learning guidelines with licensing, core competencies, and/or quality rating systems
- ☐ Other. Describe:

Indicate the stakeholders that are (or expect to be) actively supporting the implementation of early learning guidelines.	**Indicate** the programs that mandate or require the use of early learning guidelines.
☒ Publicly funded (or subsidized) child care	☐ Publicly funded (or subsidized) child care
☒ Head Start	☐ Head Start
☐ Education/Public pre-k	☒ Education/Public pre-k
☒ Early Intervention	☐ Early Intervention
☐ Child Care Resource and Referral	☒ Child Care Resource and Referral
☒ Higher Education	☐ Higher Education
☒ Parent Associations	☐ Parent Associations
☒ Other. Describe: *Private child care programs*	☐ Other. Describe:

How are (or will) cultural, linguistic and individual variations (be) acknowledged in implementation?

The Guidelines are available in both English and Spanish. The training provided by child care resource and referral is in both English and Spanish.

How are (or will) the diversity of child care settings (be) acknowledged in implementation?

Training delivered through local Child Care Resource and Referral agencies incorporates the Early Learning Guidelines into the curriculum for child care providers from all settings.

Materials developed to support implementation of the guidelines are included as **Attachment 5.2.3** and **Attachment 5.2.3.1**. If these are available on the web, provide the appropriate Web site address.

The Child Care Professional Development Institute (CCPDI) and Child Care Resource and Referral teach a forty hour School Readiness Training Endorsement. At completion, the child care provider receives a $100 stipend. The training materials are too large to copy and are not posted on the CCPDI website.

5.2.4 **Assessment of Voluntary Early Learning Guidelines.** As applicable, **describe** the State's plan for:
(a) Validating the content of the early learning guidelines
The Utah State Office of Education has validated the content of the guidelines through a formal editing process. The State Board of Education has approved the guidelines.
(b) Assessing the effectiveness and/or implementation of the guidelines
The Child Care Professional Development Institute maintains a record of child care providers that have completed the 40 hours training endorsement.
(c) Assessing the progress of children using measures aligned with the guidelines
The Early Learning Guidelines were not designed as an assessment tool. As funding does not allow, Utah does not plan to assess the progress of children using measures aligned with the guidelines.
(d) Aligning the guidelines with accountability initiatives
As funding does not allow, Utah does not plan to align the guidelines with accountability initiatives.

Written reports of these efforts are included as **Attachment 5.2.4**. If these are available on the web, provide the appropriate Web site address (reports must still be attached to Plan): *No written reports are available.*

5.2.5 **State Plans for Professional Development**. **Indicate** which of the following best describes the current status of the State's efforts to develop a professional development plan for early childhood providers that includes all the primary sectors: child care, Head Start, and public education. **NOTE: Check ONLY ONE box to best describe the status of your State's professional development plan.**

☐ **Planning**. **Indicate** whether steps are under way to develop a plan. If so, describe the entities involved in the planning process, time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.

☒ **Developing**. A plan is being drafted. The draft or planning documents are included as   **Attachment 5.2.5**.

☐   **Developed**. A plan has been written but has not yet been implemented. The plan is included as **Attachment 5.2.5**.

☐   **Implementing**. A plan has been written and is now in the process of being implemented, or has been implemented. The plan is included as **Attachment 5.2.5**.

☐   **Revising.** The State previously developed a professional development plan and is now revising that plan, or has revised it since submitting the 06-07 State Plan. The revisions or the revised plan are included as **Attachment 5.2.5**.

☐   **Other (describe)**:

Describe the progress made by the State in planning, developing, implementing, or revising the professional development plan since the date of submission of the 2006-2007 State Plan.

During SFY06 and SFY07 the Office of Child Care expanded the role of the Child Care Professional Development Institute (CCPDI) located at Salt Lake Community College. CCPDI in collaboration with other interested stakeholders in the state attended a Professional Development Strategic Planning Summit. Facilitators from the National Child Care Information Center were invited to present a national framework of professional development. From this model, CCPDI has taken a close look at the work already completed and set goals in four key areas.
1. A statewide workgroup has been developing core competencies based on the early learning guidelines and other research in the field
2. A trainer approval system and a trainer certificate are being developed.
3. A family child care mentor network is currently in a pilot stage for two counties in the state
4. A training approval system is being developed to allow community based, non-CCR&R agencies and provider associations the opportunity, within specified guidelines, to apply for approval and conduct Career Ladder training.

If your State has developed a plan for professional development, does the plan include (**Check EITHER yes or no for each item**):

	Yes	No
Specific goals or desired outcomes	☒	☐
A link to Early Learning Guidelines	☒	☐
Continuum of training and education to form a career path	☒	☐
Articulation from one type of training to the next	☒	☐
Quality assurance through approval of trainers	☒	☐
Quality assurance through approval of training content	☒	☐

A system to track practitioners' training	☒	☐
Assessment or evaluation of training effectiveness	☒	☐
State Credentials – State for which roles (e.g. infant and toddler credential, directors' credential, etc.)	☒	☐
Specialized strategies to reach family, friend and neighbor caregivers	☐	☒

For each **Yes** response, **reference** the page(s) in the plan and briefly **describe**.

Specific Goals or Desired Outcomes
Each program currently being developed has established specific goals and outcomes. The overriding goal for the Utah Professional Development System is to increase knowledge, skill and quality of all individuals who work within the early childhood and youth care arenas, including teachers, aides, trainers, mentors and administrators. Page 33

A Link to Early Learning Guidelines
Forty hours of training based on these guidelines is developed and implemented through the state as School Readiness Endorsement to the Career Ladder Program.
The early learning guidelines are being used as a keystone to the development of Utah's Core Competencies. Pages 33-34.

Continuum of Training and Education to Form a Career Path
The professional development plan includes a strategy to allow early childhood professionals to gain training and education from any point in their career path. CCPDI establishes certificate programs for providers, trainers and mentors that allow for informal training, as well as higher education. The plan includes pathways whereby providers can move from informal training to higher education options. This pathway of training will be supported in the Utah Core Competencies. Page 35

Articulation from One Type of Training to the Next
Currently all of Utah's community colleges will award college credits to providers for a current CDA credential. The professional development plan includes writing and implementation of several courses that will be taught for community-based or college credit. These courses in Theories and Best Practice and the History of Early Education will also lead to credentials for state mentors, trainers, directors and providers.

Quality Assurance Through Approval of Trainers
Currently CCR&R Career Ladder trainers must meet criteria stipulated in the CCR&R contracts, and are periodically observed and assessed by their CCR&R supervisors. Work is underway to establish a Trainer Certification program that

will be implemented FY08. The Trainer Certification will be administrated through CCPDI and will include an application process whereby <u>minimum</u> requirements of education and experience are assessed. If individuals wish to train, but are lacking in educational requirements, a trainer may be placed on a "training plan" to provide training services under added guidance and supervision. A Career Ladder trainer will be required to maintain their Trainer Certification, and complete renewal every 2 years. Renewal will include setting and meeting professional development and training goals. Training goals can be met in a variety of ways, including Office of Child Care sponsored Trainer Credential courses.

Quality Assurance Through Approval of Training Content
Three types of training may currently be used on the Career Ladder:
1. CCR&R Career Ladder courses. These courses have either been developed by the Office of Child Care, or through contracts released by the Office of Child Care. In both cases content is approved by Office of Child Care staff and CCPDI working collaboratively.
2. CEU training. The content of this training is reviewed and approved by the agency granting the CEU's.
3. College credit training. The content of this training is approved by the college or university offering the training.

Work is underway to establish a Career Ladder Training Approval system to approve community-based agencies and provider associations to conduct community-based, non-CCR&R training that can be used on the Utah Career Ladder program. Quality assurance standards are being developed along with minimum curriculum standards.   A Training Approval Board will be established to review submitted curriculum, and approve or disapprove based on established quality standards.

A System to Track Practitioners' Training
The Office of Child Care operates a Statewide Training Registry available online to child care providers. The Registry tracks providers' Career Ladder training and awards issued. Through the Registry, providers can register for CCR&R training courses, view their Career Ladder and Training & Longevity Supplement records, and print out a transcript of their training. FY08 and FY09 CCPDI will develop a plan to incorporate The Registry with other training programs, as well as the CCR&R referral database.

Assessment or Evaluation of Training Effectiveness
Providers attending Career Ladder training complete a survey after each course to give input of the value of the training in their day-to-day work with children. FY08 and FY09, CCPDI will continue to work on methods to evaluate training effectiveness through two methods.
1. Career Ladder Outcomes Assessment – Each Career Ladder level 4 – 8 will be assigned specific learning outcomes, based on the courses taken. Providers will

be given several choices to document their obtaining the learning outcomes. CCPDI will work closely with state partners to develop an assessment program. 2. Provider Mentor program – CCPDI in close collaboration with other stakeholders will establish a mentor program for providers. The mentoring program will help establish goals, based on the Utah Core Competencies, and level of training a provider has obtained. Mentors will use the training topics to help guide the protégé from principles to practice.

State Credentials
During FY08 and FY09 CCPDI will establish state credentials for directors, family child care providers and Career Ladder trainers. Credentials will be based on education and observation, to establish competency and experience.

For each **No** response, **indicate** any plans the Lead Agency has to incorporate these components.

Utah is currently reviewing the child care policy for Family, Friend and Neighbor Care. Plans are underway to strengthen weaknesses in the program. Background checks will be required by December 2007. A plan to design ways to make training available to relative care providers is being developed and will be implemented in 2008.

Are the professional development opportunities described in the plan available:

Note: Check either yes or no for each item):

	Yes	No
Statewide	☒	☐
To Center-based Child Care Providers	☒	☐
To Group Home Providers	☒	☐
To Family Home Providers	☒	☐
To In-Home Providers	☒	☐
Other (describe):	☐	☐

Describe how the plan addresses early language, literacy, pre-reading, and early math concepts development.

Forty hours of training based on Utah Early Learning Guidelines is developed and implemented throughout Utah as a School Readiness Endorsement to the Career Ladder program. The course includes course work in early language, literacy and pre-reading, and early math.

Are program or provider-level incentives offered to encourage provider training and education?

☒　　Yes. If yes, **describe**, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts.

Incentives are given to providers who are participating in the Utah Career Ladder Program. Cash bonuses are awarded to participants for each of the 10 levels of the Career Ladder they obtain. Each level is based on the amount and type of training a participant attends. Please see description of the Career Ladder Program in item 5.1.4 above.

☐　　No. If no, **describe** any plans to offer incentives to encourage provider training and education, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts?

As applicable, does the State assess the effectiveness of its professional development plan, including the achievement of any specified goals or desired outcomes?

☒　　Yes. If yes, **describe** how the professional development plan's effectiveness/goal is assessed.

Participation in the Career Ladder program is tracked through the Statewide Training Registry, as well as through statewide provider surveys conducted by CCPDI. A Professional Development Strategic Summit was held to help identify the effectiveness of programs already available. Information from the Summit on program improvement was incorporated into a Five Year Professional Development Plan.

During FY08 and FY09 CCPDI will work to develop a method to use the Core Competencies as a way to measure student learning outcomes and quality improvement. In addition, CCPDI will develop a method of assessment for current Career Ladder learning outcomes.

☐　　No. If no, **describe** any plans to include assessments of the professional development plan's effectiveness/goal achievement.

Does the State assess the effectiveness of specific professional development initiatives or components?

☒　　Yes. If yes, **describe** how specific professional development initiatives or components' effectiveness is assessed.

> *Career Ladder training is assessed through statewide provider surveys. Several initiatives have gone through a pilot program, with written and verbal assessment components, resulting in modifying programs before they are rolled out statewide.*

☐　　No. If no, **describe** any plans to include assessments of specific professional development initiatives or components' effectiveness.

As applicable, does (or will) the State use assessment to help shape or revise its professional development plan?

☒　　Yes. If yes, **describe** how assessment informs the professional development plan.

> *CCPDI receives assessment results from CCR&Rs, provider associations and community partners to make recommendations for professional development program improvement.*

☐　　No. If no, **describe** any plans to include assessment to inform the professional development plan.

PART 6
HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS

(Only the 50 States and the District of Columbia complete Part 6.)

The National Resource Center for Health and Safety in Child Care (NRCHSCC) of DHHS's Maternal and Child Health Bureau supports a comprehensive, current, on-line listing of the licensing and regulatory requirements for child care in the 50 States and the District of Columbia. In lieu of requiring a State Lead Agency to provide information that is already publicly available, ACF accepts this compilation as accurately reflecting the States' licensing requirements. The listing, which is maintained by the University of Colorado Health Sciences Center School of Nursing, is available on the World Wide Web at: http://nrc.uchsc.edu/.

6.1 **Health and Safety Requirements for Center-Based Providers** (658E(c)(2)(F), §§98.41, §98.16(j))

6.1.1 Are all <u>center-based</u> providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation?

☐ Yes. Answer 6.1.2, skip 6.1.3, and go to 6.2.

☒ No. If no, **describe** which center-based providers are exempt from licensing under State law and answer 6.1.2 and 6.1.3.

Programs offered through educational institutions regulated by the boards of education are exempt from Licensing. Parochial schools or private educational institutions that provide education in lieu of that provided by the public education system may also be exempt. The Bureau of Licensing makes the decision on whether the facility requires a license.

6.1.2 Have center licensing requirements as they relate to staff-child ratios, group size, or staff training been modified since approval of the last State Plan? (§98.41(a)(2)&(3))

☐ Yes. If yes, **describe** the changes.

☒ No.

6.1.3 For center-based care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

License exempt center-based programs are responsible to meet State immunization laws. The majority of programs are inspected by local health departments.

- Building and physical premises safety

License exempt center facilities are required to be inspected by a Fire Marshall and local health sanitation inspectors.

- Health and safety training

Parents are notified that provider training is available through their local CCR&R and are instructed to share this information with their provider. License exempt center-based programs registered with CCR&R also receive notification directly from the CCR&R. Available training includes CPR, First Aid, basic nutrition and basic health and safety issues.

6.2   Health and Safety Requirements for Group Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.2.1   Are all group home providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

☒   Yes. Answer 6.2.2, skip 6.2.3, and go to 6.3.

☐   No. If no, **describe** which group home providers are exempt from licensing under State law and answer 6.2.2 and 6.2.3.

6.2.2   Have group home licensing requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☐   Yes. If yes, d**escribe** the changes.

☒   No.

6.2.3   For group home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

- Building and physical premises safety

- Health and safety training

6.3   Health and Safety Requirements for Family Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.3.1   Are all <u>family</u> child care providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

☐   Yes. Answer 6.3.2, skip 6.3.3, and go to 6.4.

☒   No. If no, **describe** which family child care providers are exempt from licensing under State law and answer 6.3.2 and 6.3.3.

Family providers caring for four or fewer children and relatives are exempt from licensing under State law.

The Lead Agency requires unrelated family providers who are exempt from licensing to obtain a residential certificate through the Bureau of Licensing in order to care for children receiving CCDF funds. (The provider may choose to become licensed.)

Exceptions to this requirement are granted when it has been determined that there are no other eligible licensed provider settings or spaces available to accommodate the needs of the child/family. A grace period may also be given for the provider to obtain a residential certificate. If the caregiver is a relative, licensing or a residential certificate is not required. In these instances, the legally license exempt provider signs a License Exempt Registration/Health and Safety Certification declaring that they meet minimal health and safety standards.

6.3.2   Have family child care provider requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☐   Yes. If yes, **describe** the changes.

⊠　　No.

6.3.3　For family care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

   Residential Certificate:
   Providers are required to maintain immunization records for all children, obtain a food handler's permit, follow hand-washing requirements, and teach the children proper hand washing skills.

   License exempt:
   Utah maintains a database of providers who are NOT licensed (exempt by Utah law). These providers self certify that they meet minimum health and safety standards, which include prevention and control of infectious disease. Records of age-appropriate child immunizations must be kept on file with the caregiver.

- Building and physical premises safety

   Prior to obtaining a residential certificate, a licensor inspects the provider's home. The licensor checks to ensure there are no backyard hazards, the house is clean, and there are smoke detectors. Hot water cannot exceed 120 degrees Fahrenheit. Any weapons must be kept locked at all times when children are present and stored separately from ammunition. Pets are required to be vaccinated. A First Aid Kit is required in the home. Training is also required in accident prevention. There may be additional requirements depending on the local jurisdiction.

   License exempt:
   License exempt providers must maintain a working telephone with emergency numbers posted near the telephone. Hazardous material must be stored in an area inaccessible to children. Providers must meet all local and state fire and safety requirements as defined by law. An approved fire extinguisher and smoke detectors on each floor occupied by children are required.

   License exempt providers who are participating in the Adult and Child Federal Food Program are subject to local Health and Fire Department inspections.

- Health and safety training

  Residential Certificate:
  Health and safety training includes but is not limited to First Aid, CPR certification, preventing SIDS, preventing Shaken Baby Syndrome, How to Report Abuse, Child Discipline, and Age-Appropriate Activities.

  A BCI/FBI screening is required for everyone in the household 18 years of age and older.

  License exempt:
  Parents are notified that provider training is available through their local CCR&R and are instructed to share this information with their provider. Available training includes CPR, First Aid, basic nutrition, and basic health and safety issues.

6.4 **Health and Safety Requirements for In-Home Providers** (658E(c)(2)(F), §§98.41, 98.16(j))

6.4.1 Are all <u>in-home</u> child care providers paid with CCDF funds subject to licensing under the State law reflected in the NRCHSCC's compilation referenced above?

☐ Yes. Answer 6.4.2, skip 6.4.3, and go to 6.5.

☒ No. If no, **describe** which in-home child care providers are exempt from licensing under State law and answer 6.4.2 and 6.4.3.

All in-home child care providers paid with CCDF funds are legally exempt from licensing law.

6.4.2 Have in-home health and safety requirements that relate to staff-child ratios, group size, or training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☐ Yes. If yes, **describe** the changes.

☒ No.

6.4.3 For in-home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

Utah maintains a database of providers who are NOT licensed (exempt by Utah law). These providers self certify that they meet minimum health and safety standards, which include prevention and control of infectious disease. Records of age-appropriate child immunizations must be kept on file with the caregiver.

- Building and physical premises safety

License exempt providers must maintain a working telephone with emergency numbers posted near the telephone. Hazardous material must be stored in an area inaccessible to children. Providers must meet all local and state fire and safety requirements as defined by law. An approved fire extinguisher and smoke detectors on each floor occupied by children are required.

License exempt providers who are participating in the Adult and Child Federal Food Program are subject to local Health and Fire Department inspections.

- Health and safety training

Parents are notified that provider training is available through their local CCR&R and are instructed to share this information with their provider. Available training includes CPR, First Aid, basic nutrition, and basic health and safety issues.

6.5   Exemptions to Health and Safety Requirements

At Lead Agency option, the following relatives: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) may be exempted from health and safety requirements. (658P(4)(B), §98.41(a)(1)(ii)(A)) Indicate the Lead Agency's policy regarding these relative providers:

☒   **All** relative providers are subject to the same requirements as described in sections 6.1 - 6.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.

☐   **All** relative providers are **exempt** from all health and safety requirements.

☐   **Some or all** relative providers are subject to different health and safety requirements from those described in sections 6.1 - 6.4. The following describes those requirements and identifies the relatives they apply to:

6.6   Enforcement of Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how health and safety requirements are effectively underlined:

- Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?

    ☒   Yes. If yes, **indicate** which providers are subject to routine unannounced visits and the frequency of those visits:

    Rule mandates annual unannounced inspections for all licensed and certified providers.

    ☐   No.

- Are child care providers subject to background checks?

    ☒   Yes. If yes, **indicate** which types of providers are subject to background checks and when such checks are conducted:

    Background checks are conducted for licensed and certified providers initially and at license renewal. All providers, center owners and staff, member of the governing bodies, and everyone 12 years old or older living in the home are subject to background checks.

    ☐   No.

- Does the State require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

    ☒   Yes. If yes, **describe** the State's reporting requirements and how such injuries are tracked (if applicable):

    Utah administrative rule requires the following: The provider shall call the Department of Health within 24 hours to report any fatality, hospitalization, emergency medical response, or injury that requires attention from a health care provider, unless an emergency medical transport was part of a child's medical treatment plan identified by the parent. The provider shall also mail or fax a written report to the Department of Health within five days of the incident.

☐   No.

- Other methods used to ensure that health and safety requirements are effectively enforced:

    Announced inspections, complaint investigations, and coordination with local health departments, Child Care Resource and Referral agencies, local law enforcement and/or Department of Human Services, Division of Child and Family Services.

6.7   Exemptions from Immunization Requirements

The State assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the State public health agency. (§98.41(a)(1))
The State exempts the following children from immunization (check all that apply):

☐   Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
☐   Children who receive care in their own homes.
☒   Children whose parents object to immunization on religious grounds.
☒   Children whose medical condition contraindicates immunization.

PART 7
HEALTH AND SAFETY REQUIREMENTS IN THE TERRITORIES

(Only the Territories complete Part 7)

7.1   Health and Safety Requirements for Center-Based Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all <u>center-based</u> care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

- Building and physical premises safety

- Health and safety training

7.2   Health and Safety Requirements for Group Home Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all <u>group home</u> care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

- Building and physical premises safety

- Health and safety training

7.3   Health and Safety Requirements for Family Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all <u>family child care,</u> the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

- Building and physical premises safety

- Health and safety training

7.4   Health and Safety Requirements for In-Home Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all in-home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

- Building and physical premises safety

- Health and safety training

7.5   Exemptions to Territorial Health and Safety Requirements

At Lead Agency option, the following relatives may be exempted from health and safety requirements: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care). (658P(4)(B), §98.41(a)(1)(ii)(A)). Indicate the Lead Agency's policy regarding these relative providers:

☐   **All** relative providers are subject to the same requirements as described in sections 7.1 - 7.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.

☐   **All** relative providers are **exempt** from all health and safety requirements.

☐   **Some or all** relative providers are subject to **different** health and safety requirements from those described in sections 7.1 - 7.4 and the following describes those different requirements and the relatives they apply to:

7.6   Enforcement of Territorial Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how Territorial health and safety requirements are effectively enforced:

Are child care providers subject to <u>routine</u> unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?

☐ Yes. If yes, **indicate** which providers are subject to routine unannounced visits and the frequency of those visits:

☐ No.

Are child care providers subject to background checks?

☐ Yes. If yes, **indicate** which types of providers are subject to background checks and when such checks are conducted:

☐ No.

Does the Territory require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

☐ Yes. If yes, **describe** the Territory's reporting requirements and how such injuries are tracked (if applicable):

☐ No.

Other methods used to ensure that health and safety requirements are effectively enforced:

7.7   Exemptions from Territorial Immunization Requirements

The Territory assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the Territorial public health agency. (§98.41(a)(1))

The Territory exempts the following children from immunization (check all that apply):

☐ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
☐ Children who receive care in their own homes.
☐ Children whose parents object to immunization on religious grounds.
☐ Children whose medical condition contraindicates immunization.

APPENDIX 1
PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures that:

(1)   upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))

(2)   the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))

(3)   in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))

(4)   the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))

(5)   with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))

(6)   that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))

(7)   that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 109-149)

The Lead Agency also certifies that:

(1)   it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))

(2)   it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))

(3)   it will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices. (658E(c)(2)(D))

(4)   it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))

(5)   there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))

(6)   procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))

(7)   payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

APPENDIX 2
ELIGIBILITY AND PRIORITY TERMINOLOGY

For purposes of determining eligibility and priority for CCDF-funded child care services, lead agencies must **define** the following *italicized* terms. (658P, 658E(c)(3)(B))

- *attending* (a job training or educational program; include minimum hours if applicable) –

    Utah's child care program supports job training and education for single parents who work an average of 15 hours or more a week. Utah also supports job training and education for two parent families when one parent is employed an average of 15 hours or more per week while the other parent works an average of 30 hours or more per week and neither parent is available to care for the children. Child care is approved to cover not more than 24 months to meet the training/education goal. For customer's obtaining a 4-year degree, only the last 24 months would be covered. For FEP parents, training/education participation is defined by employment plan goals.

- *in loco parentis* –

    1. *Specified relatives may be eligible to receive child care payment for care rendered by a child care provider when the child lives with the specified relative and the parent is not in the same home. Specified relative is defined as:*
        Grandparents
        Brother or sister, including step, half, and adopted
        Aunt or uncle
        First cousin, nephew or niece
        People of prior generations as designated by the prefix grand, great or great-great

    2. *An unrelated adult who has legal custody of the child is treated the same as a parent.*

- *job training and educational program* -

    Utah supports students in adult basic education, any vocational, skills, or job readiness training, or courses that increase employability when the student is employed an average of 15 hours or more a week. For FEP participants, training/education activities are defined by the employment plan goals.

- *physical or mental incapacity* (if the Lead Agency provides such services to children age 13 and older) -

    Children who are physically or mentally incapable of self-care as determined by an approved licensed professional, doctor, or agency.

- *protective services* -

    Utah does not use CCDF funds for Protective Services cases.

- *residing with -*

  Children must live in the same household as the parent during the time period child care services are requested.

- *special needs child –*

  Special needs children are children with identifiable mental and/or physical disabilities or incapacities requiring special child care services.

- *very low income -*

  Families that are TANF eligible and/or homeless children who are income eligible.

- *working* (include minimum hours if applicable) –

  Participating in full or part-time employment and making a wage equal to the federal minimum wage or prevailing local wage, whichever is less. The minimum work requirement for single parents is an average of 15 hours per week. The minimum work requirements for two parent families are an average of 15 hours per week for one parent and an average of 30 hours per week for the other parent. Child care is covered during the hours that neither parent is available to care for the children. Americorps Vista is treated as employment and the income is exempt.

- Additional terminology related to conditions of eligibility or priority established by the Lead Agency:

  N/A